Skills Progression: Year 2

Essential Skills and Competencies



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| **VGP (spelling not included)** |
| **Word** | Formation of **nouns** using **suffixes** such as –ness, –er and by compounding e.g. whiteboard, superman. Formation of **adjectives** using **suffixes** such as –ful, –less. Use of the **suffixes** –er and –est in **adjectives** and the use of –ly to turn adjectives into **adverbs** |
| **Sentence** | **Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) Expanded **noun phrases** for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command |
| **Text** | Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of verbs in the **present** and **past** tense to mark actions in progress (e.g. she is drumming, he was shouting) |
| **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences Commas** to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl’s name) |
| **Terminology** | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma |
| **Science** |
| **Working scientifically** | To use the following practical scientific methods, processes and skills with increasing confidence - |
| **Questioning, enquiring, planning** | Ask questions about the world around us. Recognise that they can be answered in different ways ( different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources). |
|  **Observing, measuring, pattern seeking** | Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers) Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C |
| **Investigating** | Perform simple tests. To discuss my ideas about how to find things out. To say what happened in my investigation. |
| **Recording and reporting** | Gather and record data to help in answering questions. Record simple data. Record and communicate their findings in a range of ways. Can show my results in a table that my teacher has provided. |
| **Identifying, grouping & classifying** | Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. |
| **Research** | Use simple secondary sources to find answers. Can find information to help me from books and computers with help. |
| **Conclusions** | Talk about what they have found out and how they found it out. To say what happened in my investigation. To say whether I was surprised at the results or not. To say what I would change about my investigation. |
| **Vocabulary** | Use simple scientific language and some science words. Use comparative language – bigger, faster etc |
| **Understanding** | Can talk about how science helps us in our daily lives eg. torches and lights help us see hen it is dark. Am beginning to understand science can sometimes be dangerous. |
| **PSHE** |
| **New Beginnings** **Wk 1-3 Autumn 1**  | Contribute more ideas for rules for the group and classroom, and refer to the rules in the context of their and others’ behaviour Demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities Share their views and opinions and reasons for them, and set more challenging goals both short and medium term  |
| **Global citizenship** **Autumn 1 Weeks 4-6** | Describe more confidently different groups and communities they belong to, including family and school, and contribute actively to the life of the class and school. Describe what improves and what harms their local, natural and built environments, what can be done and take more responsibility for looking after them  |
| **Getting on and falling out** **Autumn 2 Weeks 1-3** | Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties   |
| **Say no to bullying** **Autumn 2 Weeks 4-6** | Understand simple definitions of bullying, describe why bullying is wrong and simple strategies for dealing with it and how to help victims   |
| **RSE** **Spring 1 Weeks 1-6** | My Feelings | Recognise and celebrate their strengths and achievements and set simple but challenging goals |
| My Body | Recognise how they grow and will change as they become older |
| My Relationships | Recognise different types of teasing and bullying and understand that these are wrong and unacceptable |
| My Beliefs | Identify the ways in which people and families are unique, understanding there has never been and will never be another them |
| My Rights and Responsibilities | Judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond |
| Asking for help | Know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid |
|  **Personal Citizenship****Spring 2 Weeks 1-3** | Realise and be able to describe that money comes from different sources and different uses of it  |
| **Good to be me/emotional well being** **Spring 2 Weeks 4-6**  | Make judgements and decisions with support about how to share and value others’ opinions – understanding the difference between right and wrong. Understand the importance of resisting negative peer pressure.   |
| **Staying Healthy** **Summer 1 Weeks 1-3** | Make choices about a wider range of aspects of their health and well-being, and be more confident in their understanding about what keeps them healthy  |
| **Keeping myself safe** **Summer 1 Weeks 4-6** | Describe more confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations |
| **Our community****Rights & responsibilities****Summer 2 Weeks 1-6** | Take part in discussions with one other person, in small groups and with the whole class, and contribute more confidently to simple debatesRecognise and be able to describe more confidently choices they can make and the difference between right and wrong  |
| **History** |
| **Chronological Understanding** | Recount changes in own life over time Puts 5 people, events or objects in order using a given scale. Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger Uses past and present when telling others about an event. |
| **Knowledge and understanding of past events, people and changes in the past** | Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant point in history. Uses evidence to explain reasons why people in past acted as they did. Can they recount the life of someone famous from Britain who lived in the past? Can they name some famous events and some famous people? |
| **Historical interpretation** | Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Can they research the life of a famous Briton form the past using different resources to help them? |
| **Historical Enquiry** | Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: ’what was it like for a ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’, Estimates the ages of people by studying and describing their features |
| **Organisation and Communication** | Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past. |
| **Geography** |
| **Location knowledge** | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world’s seven continents and five oceans. |
| **Place knowledge** | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. |
| **Human and Physical Geography** | Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. |
| **Geographical Skills and Fieldwork** | Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. |
| **Art** |
| **Generic Skills** | Record and explore ideas from first hand observations; Ask and answer questions about the starting points for their work; Develop their ideas – try things out, change their minds; Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities; Review what they and others have done and say what they think and feel about it; Identify what they might change in their current work or develop in future work |
| **Drawing** | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk; Control the types of marks made with the range of media; **Lines and marks:** Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media. **Shape:** Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. **Tone**: Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. **Texture**: Investigate textures by describing, naming, rubbing, copying. |
| **Painting** | Use a variety of tools and techniques including different brush sizes and types; Mix and match colours to artefacts and objects; Work on different scales; Experiment with tools and techniques e.g. layering, mixing media, scraping through; Name different types of paint and their properties; **Colour:** Identify primary colours by name; Mix primary shades and tones; **Texture:** Create textured paint by adding sand, plaster |
| **Printing** | Print with a range of hard and soft materials e.g. corks, pen barrels, sponge; Make simple marks on rollers and printing palettes; Take simple prints i.e. mono ‐printing; Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils; Build repeating patterns and recognise pattern in the environment; Create simple printing blocks with press print; Design more repetitive patterns; **Colour:** Experiment with overprinting motifs and colour**; Texture:** Make rubbings to collect textures and patterns. |
| **Textiles** | Match and sort fabrics and threads for colour, texture, length, size and shape; Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting; Cut and shape fabric using scissors/snips; Apply shapes with glue or by stitching; Apply decoration using beads, buttons, feathers etc; Create cords and plaits for decoration; **Colour:** Apply colour with printing, dipping, fabric crayons; Create and use dyes i.e. onion skins, tea, coffee; **Texture:** Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel |
| **3D & sculpture** | Manipulate malleable materials in a variety of ways including rolling and kneading; Explore sculpture with a range of malleable media; Manipulate malleable materials for a purpose, e.g. pot, tile; Understand the safety and basic care of materials and tools; **Form:** Experiment with constructing and joining recycled, natural and manmade materials; Use simple 2‐D shapes to create a 3‐D form; **Texture:** Change the surface of a malleable material e.g. build a textured tile |
| **Collage** | Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc; Arrange and glue materials to different backgrounds; Sort and group materials for different purposes e.g. colour texture; Fold, crumple, tear and overlap papers; Work on different scales; **Colour:** Collect, sort, name match colours appropriate for an image; **Shape:** Create and arrange shapes appropriately; **Texture:** Create, select and use textured paper for an image |
| **Digital media** | Explore ideas using digital sources i.e. internet, CD‐ROMs; Record visual information using digital cameras, video recorders; Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas; Shapes using eraser, shape and fill tools; Colours and Texture using simple filters to manipulate and create images; Use basic selection and cropping tools |
|  **Music** |
| **Controlling sounds through singing and playing (performing)** | Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. |
| **Creating and developing musical ideas (composing)** | Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). |
| **Responding and reviewing (appraising)** | Hear the pulse in music. Hear different moods in music. Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) |
| **Listening and applying knowledge and understanding** | Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help. Use voice in different ways to create different effects. |
| **PE** | **Statutory Requirements** | **Skills** |
| **Games and Activities**  | Master basic movements including running, jumping, throwing and catching. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Participate in team games, developing simple tactics for attacking and defending. Develop balance, agility and co-ordination, and begin to apply these in a range of activities | Control when rolling a ball (benchball, dodgeball)Hit a ball with control, using appropriate equipment (tennis) Run with control (athletics) Jump with control (athletics) Catch a ball / moving object (benchball, dodgeball) Kick with control (football, kickball) |
| **Dance** | Perform dances using simple movement patterns. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. | Move with control and co-ordination Link two or more actions in a sequence |
| **Gymnastics** | Develop balance, agility and co-ordination, and begin to apply these in a range of activities. | Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (eg: small / tall, straight / curved, wide / narrow. Climb safely on low level equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with some control and balance |
| **French** |
| **Listening** | Understand a few familiar spoken words– e.g. teacher’s instructions, days of the week, a few words in a song, colours, numbers  |
| **Speaking** | Copy a few words and simple phrases – e.g. greeting, naming classroom objects. Know how to pronounce some single letter sounds. Start to imitate correct pronunciation. |
| **Reading** | N/A |
| **Writing** | N/A |
| **Intercultural Understanding** | Understand that some people speak a different language to my own. |
| **RE** | **Learning about religions** | **Learning from religions** |
| **Thinking about religion and belief** | Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs | N/A |
| **Enquiring, investigating and interpreting** | Recognise that some questions about life are difficult to answer. Ask questions about their own and others’ feelings and experiences. Identify possible meanings for symbols and other forms of religious expression | N/A |
| **Discovery RE: enquiry questions** |
| **Autumn 1** | Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? |
| **Autumn 2** | Why did God give Jesus to the world? Is God important to everyone? |
| **Spring 1** | How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong? |
| **Spring 2** | Is it true that Jesus came back to life again? Is God important to everyone? Are symbols better than words at expressing religious beliefs? |
| **Summer 1** | How important is it for Jewish people to do what God has asked them to do? Is God important to everyone? Should people follow religious leaders and teachings? |
| **Summer 2** | What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone? |
| **Computing** |  |
| **Generic Skills** | Most children will: use appropriate ICT vocabulary; load programs independently; save work independently; retrieve work independently; plan what they are going to do; make simple modifications to their work (edit); practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar; have experience of a range of ICT equipment and software; describe their work and how they have used ICT |
| **Graphics and digital video** | Most children will: be able to use an art package as an alternative medium; use a digital camera or digital video camera to take appropriate pictures or video for a specific purpose; add captions or sound to digital pictures or video with support, be able to do simple manipulation of images using an art package or other software eg the digital camera’s software |
| **Sound** | Most children will: use cassette recorders / dictaphones independently to record and playback sounds eg own voice, others voices; be aware that sound can be recorded on the computer as a sound file; use music software to experiment, create and play their own composition; with support, evaluate and modify (edit) their own compositions |
| **Multimedia** | Most children will: with support, use a storyboard to do simple editing of a sequence of digital pictures or video eg change sequence, add transitions |
| **Word processing and email** | Most children will: know that text can be saved and retrieved; change the font style; change the font size; change the font colour; print their work using the Print icon; use the cursor (arrow) keys for simple on screen editing; with support, import graphics and add text with support, write and send a short email eg to Santa |
| **Control and logo** | Most children will: control a programmable robot, with a purpose (defined by either teacher or child); understand that, once programmed a programmable robot can repeat the same instructions; plan and create a sequence of instructions to a move a programmable robot (and debug) |
| **Data Logging** | N/A |
| **Research** | Most children will: explore selected internet website resources; with support (Favourites file, hyperlinks set up by the teacher) use the Internet to find information for a topic; begin to be aware of Internet safety rules |
| **Data Handling** | Most children will: independently plot data as a pictogram, block chart or bar graph; be aware that graph types can be changed; interpret the graphs - discuss the graphs and answer simple questions; use the search tools in a prepared database to answer simple questions. |
| **Spreadsheets** | N/A |
| **Design and technology** |  |
| **Developing, planning and communicating ideas** | Generate ideas by drawing on their own and other people's experiences; Develop their design ideas through discussion, observation , drawing and modelling; Identify a purpose for what they intend to design and make; Identify simple design criteria; Make simple drawings and label parts |
| **Working with tools, equipment, materials and components to make quality products (inc-food)** | Begin to select tools and materials; use vocab' to name and describe them; Measure, cut and score with some accuracy; Use hand tools safely and appropriately; Assemble, join and combine materials in order to make a product; Cut, shape and join fabric to make a simple garment; Use basic sewing techniques; Follow safe procedures for food safety and hygiene; Choose and use appropriate finishing techniques |
| **Evaluating processes and products** | Evaluate against their design criteria; Evaluate their products as they are developed, identifying strengths and possible changes they might make; Talk about their ideas, saying what they like and dislike about them |